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The primary purposes of this study were to: (1) survey the attitudes of secondary school cooperating teachers' attitudes toward selected concepts and practices relating to their role in the teacher education program at the University of North Carolina at Greensboro; (2) determine the extent to which cooperating teachers' attitudes are related to six selected dimensions--educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision; and (3) determine the relationship among attitudes toward selected concepts and practices relating to the cooperating teacher's role in the teacher education program and self-ratings by cooperating teachers. An Attitude Scale and personal data sheet were mailed to 240 teachers who cooperated with the teacher education program at the University of North Carolina at Greensboro during the 1967-68 school year. After one follow-up attempt, there was a 75.8 per cent return of the attitude scales. Cooperating teachers were asked to indicate their attitudes toward selected concepts and practices attributed to the role of cooperating teacher on a scale which ranged from strongly agree to strongly disagree.

The data were analyzed descriptively and statistically using the TSAR One-Way Analysis of Variance and the Bartlett Chi Square Test of Homogeneity. It was presented as follows: (1) a description of the cooperating teachers who participated in the

study in terms of educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision; (2) the relationship of cooperating teachers' attitude scores when compared by educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision; and (3) the relationship of cooperating teachers' self-ratings and attitude scores among six selected dimensions of supervision: planning, orientation, participation, actual teaching, conference, and evaluation.

1. The majority of the cooperating teachers: had not completed work beyond the Bachelor's degree, were female, had supervised from one to five student teachers, and had not completed a supervision course. Over one-half of the cooperating teachers had experienced some feelings of uncertainty in the role of cooperating teacher.

2. Evidence indicated positive significant relationships between cooperating teachers' attitudes and educational level, years of teaching experience, and number of student teachers supervised.

3. There were no significant relationships among cooperating teachers' attitude scores in relation to self-rated teaching effectiveness. Implications for this study may provide a frame of reference for teacher education programs and further research.

ATTITUDES OF COOPERATING TEACHERS TOWARD THEIR  
" ROLE IN THE TEACHER EDUCATION PROGRAM AT  
THE UNIVERSITY OF NORTH CAROLINA  
AT GREENSBORO

by

Gwendolyn Keller Griffin

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Approved by

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APPROVAL SHEET

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## CHAPTER I

### OVERVIEW OF THE STUDY

#### Importance of the Study

A major objective of teacher education programs is to prepare and provide prospective teachers with the kinds of knowledge and experiences that will enable them to relate theory to actual practice. Student teaching, probably one of the most important phases of the teacher education program, provides such opportunities. Wolfgramm stated:

One area of teacher-training programs has had more general acceptance than most other areas. This area is student training. The student-teaching experience is usually acknowledged by most critics, including the students themselves, as providing one of the most valuable experiences in preparation for teaching.<sup>1</sup>

Student teaching is a cooperative endeavor involving the student teacher, college supervisor, and the cooperating teacher. Each assumes a significant role in the teacher education program. Numerous studies have been conducted concerning the total student teaching program, the role of the student teacher, and the role of the university supervisor, but relatively few studies have been concerned with the role of the cooperating teacher in the teacher education program.

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<sup>1</sup>Harold F. Wolfgramm, "Cooperating Teachers Look at Student Teaching", Journal of Secondary Education, XL (January, 1966), 9.

The cooperating teacher is the person who works directly with the student teacher and has often been called the "master teacher" and "key figure" in the teacher education program.<sup>1, 2</sup> Haines stated:

The cooperating teacher is a key person. As he and the coordinator and the student teacher work together sensitively and diagnostically they improve the quality of student teaching.<sup>3</sup>

Attention has been focused on the role of the cooperating teacher because he bears the direct responsibility for providing optimum conditions and guiding the learning experiences of student teachers. Stratemeyer and Lindsay related:

Cooperating teachers hold a significant and enviable position among teacher educators. Studies of beginning teachers, follow-up studies of graduates from teacher education programs, and students' evaluations of their college preparation reveal that student teaching and other kinds of laboratory experiences have a profound influence in determining the kind of teacher a student becomes.<sup>4</sup>

Little research has been conducted at the University of North Carolina at Greensboro relative to the total student teaching program or its various aspects. Since the cooperating

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<sup>1</sup>Helen Richards and Elizabeth Robinson, "The Supervising Teacher in Teacher Education," The Supervising Teacher, Thirty-Eighth Yearbook of the Association for Student Teaching, (Dubuque, Iowa: Wm. C. Brown Co., Inc., 1959), p. 26.

<sup>2</sup>Joseph A Del Popolo, "Experiences a Student Teacher Should Have," Journal of Teacher Education, IX (March, 1960), 75.

<sup>3</sup>Aleyne C. Haines, Guiding the Student Teaching Process in Elementary Education, (Chicago: Rand McNally, 1961), p. 28.

<sup>4</sup>Florence B. Stratemeyer and Margaret Lindsey, Working with Student Teachers, (Bureau of Publications, Teachers College, Columbia University, New York, 1958), p. 4.

teacher assumes a significant role in the teacher education program, it is important to consider the cooperating teachers' attitudes toward certain concepts and practices relating to their role.

### Purpose of the Study

The purposes of this study were to: (1) survey the attitudes of secondary school cooperating teachers toward selected concepts and practices relating to their role in the teacher education program at the University of North Carolina at Greensboro; (2) determine the extent to which cooperating teachers' attitudes are related to six selected dimensions--educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision; and (3) determine the relationship among attitudes toward selected concepts and practices relating to the cooperating teacher's role in the teacher education program and self-ratings by cooperating teachers. An analysis of the findings of the study could be of value to teacher educators as each area involved in the preparation of teachers at the University evaluates its program.

It was hypothesized that:

1. There are no significant relationships in cooperating teachers' attitude scores as measured by an Attitude Scale when compared by: (1) educational level, (2) teaching field, (3) sex, (4) teaching experience, (5) number of student teachers supervised, and (6) preparation for supervision.

2. There are no significant relationships in cooperating teachers' self-ratings and attitude scores among the following dimensions of an Attitude Scale: (1) planning, (2) orientation, (3) participation, (4) actual teaching, (5) conferences, and (6) evaluation.

### Study Design

An Attitude Scale, developed at Pennsylvania State University, was selected as the instrument to ascertain the attitudes of cooperating teachers toward selected concepts and practices related to their role in the teacher education program at the University of North Carolina at Greensboro (Appendix A). A personal data sheet was used to obtain the following information: (1) educational level; (2) teaching field; (3) sex; (4) years of teaching experience; (5) number of student teachers supervised; and (6) preparation for supervision. The Attitude Scale, personal data sheet, cover letter, and postage-paid return envelope were mailed to each of the 240 teachers who cooperated with the teacher education program at the University of North Carolina at Greensboro during the 1967-68 school year (Appendixes A and B). This included fifteen teachers in the area of art, eleven in biology, twenty-one in business education, sixty-three in English, fourteen in foreign languages, thirty-eight in home economics, thirty-two in mathematics, six in music, twelve in physical education, and twenty-eight in social studies. A follow-up letter was mailed to those cooperating teachers who had not responded by the return date specified in the cover letter (Appendix C).

The data were coded for statistical computations. The TSAR One-Way Analysis of Variance program was used to analyze the data. This program was stored at the Triangle University Computation Center.

#### Definition of Terms

Terms used in relation to this study were as follows:

Teacher Education Program is the program of professional experiences developed by the teacher education institution for the preparation and growth of persons preparing to be teachers.<sup>1</sup>

Student Teaching is that period of observation and guided teaching during which a student teacher is assigned to a cooperating school for experiences as a part of his education program.

Cooperating Teacher is a classroom teacher in a cooperating school who guides the student teacher in his observation and participation in actual teaching. The term is used synonymously with the term supervising teacher in related literature.<sup>2</sup>

Cooperating School is a high school in which the facilities are used for student teaching in a teacher education program.

University Supervisor is the person from the university who is responsible for the supervision of a student teacher.

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<sup>1</sup>Eva W. Adams, "Supervising Teachers' Perceptions of Their Role and Degree of Professional Commitment," (unpublished Ph.D. dissertation, Pennsylvania State University, 1968), p. 35.

<sup>2</sup>Ibid.



### Limitations

The following limitations were stated in relation to the study:

1. The study was limited to cooperating teachers who had remained in the same teaching situation during the 1968-69 school year or for whom forwarding addresses were available.
2. It was further limited to cooperating teachers in ten teaching fields: art, biology, business education, English, foreign languages, home economics, mathematics, music, physical education and social studies. Cooperating teachers in the areas of guidance and library science were eliminated because the student teachers in these fields were actually enrolled in the graduate program.
3. A limitation added after the data had been analyzed was that there was a lack of homogeneity of variance in some instances.



## CHAPTER II

### REVIEW OF LITERATURE

The impact of accelerated change and the rapidity with which change occurs has placed the teacher in an increasingly complex and difficult position. In turn, a tremendous responsibility has been placed upon the teacher education programs that have the task of providing the kinds of knowledge and learning experiences for students who plan to enter the teaching profession. One of the culminating experiences in most teacher education programs is that of student teaching. It is during this experience that the student has an opportunity to accept increasing responsibility and a gradual induction into teaching while under the direct supervision and guidance of the cooperating teacher.

Student teaching is a cooperative effort involving the university supervisor, the cooperating teacher and the student. Each assumes a vital role in the student teaching experience. In this study attention was focused on the cooperating teacher because of his direct responsibility for guiding the learning experiences of the student teacher. Therefore, the review of literature was concerned primarily with the role of the cooperating teacher in the teacher education program and the qualifications of the cooperating teacher.

### Role of the Cooperating Teacher

As a result of the increased number of student teachers, the campus laboratory schools were no longer able to provide an effective student teaching experience. Thus, the emergence of the role of the cooperating teacher in the public schools gained recognition as one of the most important aspects of the teacher education program. The importance of the cooperating teacher's contribution to the total educational experience of students is implicit; without their assistance the present off-campus student teaching program could not exist. It has been stated that:

The person who has the greatest influence upon how the student teacher will develop is the cooperating teacher. It is she who has the power to guide, encourage, and promote the growth of the student teacher. The quality and amount of growth depends to a very great extent upon the cooperating teacher and her insight into the inter-relationships involved in the student teaching situation.<sup>1</sup>

Many and varied roles have been designated for and assumed by the cooperating teacher. Wiggins suggested that the cooperating teacher's work is three-fold: (1) teaching classes and the numerous extra-curricular responsibilities that go along with teaching; (2) providing direct assistance to the student teacher; and (3) creating an environment that would be conducive for optimum achievement and success.<sup>2</sup>

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<sup>1</sup>Four Went to Teach, Thirty-fifth Yearbook of the Association for Student Teaching, (Lock Haven, Pa.: State Teachers College, 1956), p. 130.

<sup>2</sup>Sam P. Wiggins, "Working with Your Student Teacher," in The Student Teacher's Reader, ed. by Alex F. Perrodin (Chicago: Rand McNally and Co., 1966), p. 43.

Working with a student teacher is often an added responsibility for the classroom teacher. Mercer stated that:

The presence of a student teacher makes it necessary for a supervising teacher to reexamine his own teaching as a result of questions raised by the student teacher and as a result of working with the college supervisor.<sup>1</sup>

According to McNeil, the cooperating teacher should be a person who could help the student find purpose in his teaching, further the beginning teacher's sensitivity to individual students and the dynamics of the classroom, vitalize instruction, enable the student teacher to view teaching as learning, and impress upon the student teacher the necessity of professionalism.<sup>2</sup>

Since the cooperating teacher spends more time with the student teacher than other teacher education personnel, he is becoming recognized as the most influential person in the teacher education program. Therefore, it is important that the cooperating teacher be capable of demonstrating effective teaching, possess a thorough knowledge of the subject matter, be able to discuss and evaluate learning situations, be able to guide and evaluate the teaching of another person, and be capable of establishing a relationship with the student teacher which is conducive to critical thinking and action.<sup>3</sup>

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<sup>1</sup>Walter A. Mercer, "The Supervising Teachers' Role," The Clearing House, XXXVII (February, 1963), 342.

<sup>2</sup>John D. McNeil, "What is the Role of Teacher of Teachers?" in The Student Teacher's Reader, ed. by Alex F. Perrodin (Chicago: Rand McNally and Co., 1966), pp. 57-60.

<sup>3</sup>Audry A. Simmons, "Supervision of and Experiences for Student Teaching," Volta Review, LXVIII (November, 1966), 649.

Webster suggested that the cooperating teacher's role is one of guiding a student teacher through three critical stages of growth. These stages of growth include: (1) orientation to the school and the class; (2) induction into teaching; and (3) the assumption of full responsibility for the class. The student teacher's success depends to a great extent upon the ability of the cooperating teacher to guide him through these stages.<sup>1</sup>

The role of the cooperating teacher was described in the Student Teaching handbook for the University of North Carolina at Greensboro as follows:

The cooperating teacher, in agreeing to guide the progress of a student teacher, demonstrates a real interest in being a member of a team cooperating in the education of teachers. He recognizes that the student teacher is a student and, at the same time, accepts him as a professional associate, creating and maintaining an atmosphere that is conducive to learning and growth by the student teacher. The cooperating teacher recognizes that student teachers vary in background, experience, values, beliefs, and degree of readiness to assume full responsibility for teaching. In order to help the student teacher learn and understand that teaching is stimulating, exciting, and satisfying, although complex, the cooperating teacher must have a thorough understanding of his responsibilities.<sup>2</sup>

Eight specific responsibilities of a cooperating teacher were enumerated by the North Carolina State Department of Public Instruction. These were:

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<sup>1</sup>Staten W. Webster, "Suggestions for the Supervising Teacher," National Education Journal, LIV (April, 1965), 38.

<sup>2</sup>Student Teaching, University of North Carolina at Greensboro, p. 18.

1. To give direction to learning in the classroom.
2. To become thoroughly acquainted with the student teacher as a person and as a prospective teacher.
3. To induct the prospective teacher into the teaching process.
4. To perform the role of a counselor.
5. To exemplify a high professional interest and ability.
6. To help the student teacher through planning.
7. To help the student teacher through evaluation.
8. To help the student teacher through orientation.<sup>1</sup>

Stratemeyer and Lindsey enumerated several responsibilities of the cooperating teacher in addition to supervising the student teacher's classroom techniques. These responsibilities included: acting as counselor to the student teacher, working cooperatively with the college supervisor, learning about the college program, assisting in the improvement of the college student teaching program, being alert to study and improvement of teaching, and sharing new knowledge and the whole range of professional activities with the student teacher.<sup>2</sup>

The purpose of a study reported by Price<sup>3</sup> was to either corroborate or invalidate the unsubstantiated claim of writers in the field of teacher education that cooperating teachers determine to a great extent the success or failure of student teachers. The Minnesota Teacher Attitude Inventory was administered to

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<sup>1</sup>State Department of Public Instruction, A Guide for the Student Teaching Program in North Carolina (Raleigh: Publication No. 382), p. 10.

<sup>2</sup>Florence Stratemeyer and Margaret Lindsey, op. cit., p. 97.

<sup>3</sup>Robert D. Price, "The Influence of Supervising Teachers," Journal of Teacher Education, XII (December, 1961), 471-475.



cooperating teachers and student teachers in the teacher education program of the University of Texas. This instrument was selected because there was evidence that teachers who received high scores on the inventory tended to be better teachers than those who received low scores. Prospective cooperating teachers and student teachers were categorized into high, middle, and low groups according to their scores on the Minnesota teacher Attitude Inventory for purposes of this study. Student teachers were assigned to cooperating teachers in such a way that all nine possible combinations of high, middle, and low students were placed with high, middle, and low supervising teachers. The Sanders' Observation Schedule was used to assess the teaching performance of both the cooperating teachers and the student teachers. Results of the study indicated the attitudes of student teachers often aligned themselves with the attitudes held by their respective cooperating teachers. There was also evidence that the student teachers acquired many of the teaching practices of their cooperating teachers. As a result of the significant correlation, it was accepted that cooperating teachers do influence the performance of their student teachers.

The purpose of the research conducted by Corrigan and Griswold was to study the attitude change of student teachers toward certain principles of education believed to be important in guiding learning opportunities.<sup>1</sup> An attitude inventory was

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<sup>1</sup>Dean Corrigan and Kenneth Griswold, "Attitude Changes of Student Teachers," Journal of Educational Research, LVII (October, 1963), 93-95.



developed and administered to selected students prior to and upon the completion of their student teaching experience to measure attitude change. The attitude inventory and individual interview were used to measure verbalized attitude changes. The cooperating teachers, with whom these student teachers worked, were assigned a subjective evaluative rating of superior, average, or below average. An analysis of student teacher responses indicated that students working with cooperating teachers rated average made positive gains three times as great as those assigned to teachers who were rated below average.

McAulay conducted a study at Pennsylvania State University to determine the extent of influence a cooperating teacher had on student teachers. It was concluded that:

1. Generally, student teachers seem to be greatly influenced by their cooperating teachers in methods of teaching, techniques of classroom housekeeping and relationships with children.
2. The more formal the cooperating teacher, . . . the more influence she seems to exert on that student teacher assigned to her classroom.
3. The methods and techniques learned from a cooperating teacher seem to give security and initiation to the young teacher during her first weeks of teaching while she adjusts her own personality to her individual situation, discovers those teaching methods most efficient for her and adapts to the philosophy of the school system in which she is working.
4. Student teaching experiences seem to have more influence on the methods, techniques and materials used by a beginning teacher than do college methods courses.<sup>1</sup>

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<sup>1</sup>J. D. McAulay, "How Much Influence Has a Cooperating Teacher?", Journal of Teacher Education, XL (March, 1960), 82-83.

### Qualifications of the Cooperating Teacher

Writers in the field of teacher education generally agree that some type of special training for cooperating teachers is advisable.<sup>1</sup> The amount and kind of preparation required of cooperating teachers varies from state to state. Adams stated:

There seems to be general agreement among writers on some few requirements of teachers serving in a supervisory capacity. There were at least two minimum legal requirements for cooperating teachers . . . : at least a bachelor's degree from an accredited college or university and a minimum of three years of successful teaching. Other requirements that seem to be common among writers were: exemplification of ability and effectiveness in teaching and an interest and desire to attempt to become a part of the profession.<sup>2</sup>

Some states required that all cooperating teachers hold a special certificate which is granted to teachers meeting certain standards. Davis reported that the following standards were suggested by the Kansas Association for Student Teaching for the improvement of the program in teacher education:

1. Possession of a regular degree certificate.
2. A minimum of fifteen semester hours of recent graduate work applicable toward a Master's degree (received within three years of the date of application for certificates).
3. A minimum of two years of successful teaching experience.
4. College credit or certified workshop experience in work related to the supervision of student teaching.
5. Recommendation by the chief school administrator in the district in which the teacher is employed.

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<sup>1</sup>Russell L. Trimmer, "Student Teachers Talk Back," Journal of Teacher Education, XI (December, 1960), 537.

<sup>2</sup>Eva W. Adams, op. cit., pp. 4-5.

6. The term of the certificate would be five years; renewal by recommendation of the chief school administrator of the district.<sup>1</sup>

The University of North Carolina at Greensboro conformed to the policies of selecting cooperating teachers which were established by the Division of Professional Services of the North Carolina State Department of Public Instruction. Criteria for the selection of cooperating teachers were established in relation to personal and professional qualifications (Appendix D).

Conant suggested certain qualifications for the superior cooperating teacher in teacher education programs. He stated:

Public school systems that enter contracts with a college or university for practice teaching should designate as classroom teachers working with practice teaching only those persons in whose competence as teachers, leaders<sup>2</sup> and evaluators they have the highest confidence . . . .

Prior to the present system of using public schools for the student teaching experience, campus schools were used. Mayor believed that the shortcomings of the present program centered around the difficulty in obtaining highly qualified cooperating schools and particularly in the selection of cooperating teachers.<sup>3</sup>

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<sup>1</sup>Kansas Association for Student Teaching Newsletter, Topeka: Washburn University, (October, 1958), p. 7, cited by Hilma R. Davis, "Organization and Supervision of Student Teaching in Home Economics Education in Off-Campus Centers," Journal of Educational Research, LV (August, 1962), 578.

<sup>2</sup>James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. 212.

<sup>3</sup>John R. Mayor, "Unsolved Problems," Journal of Teacher Education, XIV (March, 1963), 35-36.

The critical incident technique was used by Roth in a study to: (1) identify the performances of cooperating teachers which were effective and which were ineffective and (2) translate effective performances into behavioral criteria for selecting cooperating teachers.<sup>1</sup> Critical incidents were performances by cooperating teachers which were judged by student teachers as extreme behaviors, either outstandingly effective or ineffective in respect to achieving student teaching purposes. Behavioral criteria for selecting cooperating teachers were supported by the student teachers' observations. These criteria indicated that the effective cooperating teacher:

(1) arranged for conferences; (2) maintained flexible scheduling; (3) used practices worth of imitation; (4) studied children; (5) worked as a team with the student teacher; (6) provided full-time teaching experience; (7) inducted the student teacher gradually; (8) alleviated frustrations; (9) shared ideas; (10) encouraged the student teacher to use his own ideas; (11) provided for the student teacher to reach his goals; (12) gave the student teacher an awareness of his strengths and weaknesses; (13) remained available; (14) treated the student teacher as a teacher; (15) placed confidence in the student teacher; (16) gave praise with criticism; (17) had faith in himself; and (18) defined requirements clearly.

A study was conducted at Pennsylvania State University by Brabble to survey attitudes of cooperating teachers toward certain

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<sup>1</sup>Lois H. Roth, "Selecting Supervising Teachers," Journal of Teacher Education, XII (December, 1961), 477-481.

concepts and practices ascribed to their role in the student teaching program.<sup>1</sup> She concluded that cooperating teachers who had taken at least one course in supervision had a more positive attitude toward supervising a student teacher than those cooperating teachers who had not had a course in supervision.

Perrodin designed a study to investigate the relationship between specialized preparation of cooperating teachers and attitudes of student teachers.<sup>2</sup> The Minnesota Teacher Attitude Inventory was administered to 113 education majors at the University of Georgia prior to and following the student teaching experience. Cases were ranked according to amount of gain in raw scores between the first and second test administrations. He concluded that greater increases in raw scores were made by student teachers who were placed with cooperating teachers who had completed the cooperating teacher preparation program than student teachers who were placed with cooperating teachers who had not completed the cooperating teacher preparation program.

From the review of literature, it was apparent that writers in the field of teacher education generally agree on the importance of the role and responsibilities of the cooperating teacher in teacher education programs. It was apparent that

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<sup>1</sup>Elizabeth Brabble, "Attitudes of Supervising Teachers Toward Selected Concepts and Practices Ascribed to Their Role in the Student Teaching Program" (unpublished Master's thesis, Pennsylvania State University, 1966), p. 77.

<sup>2</sup>Alex F. Perrodin, "In Support of Supervising Teacher Education Programs," Journal of Teacher Education, XII (March, 1961), 36-38.



the requirements for cooperating teachers varied from state to state; however, basic requirements were quite similar. It was also apparent that little research had been conducted concerning the attitudes of cooperating teachers toward their role in the teacher education program.



### CHAPTER III

#### PROCEDURE

This study was designed to survey the attitudes of secondary school cooperating teachers toward selected concepts and practices relating to their role in the teacher education program at the University of North Carolina at Greensboro. The study was limited to secondary school teachers who cooperated with the University teacher education program during the 1967-68 school year. Student teachers in the areas of guidance and library science were excluded from the study because they were actually enrolled in the graduate program.

#### The Instrument

An Attitude Scale was selected as the instrument to determine attitudes and beliefs of cooperating teachers toward selected concepts and practices relating to their role in the teacher education program. The instrument, developed by Brabble, has been found to be internally consistent and recommended for use in other studies.<sup>1, 2</sup>

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<sup>1</sup>Elizabeth Brabble, op. cit., pp. 93-112.

<sup>2</sup>Permission to use the instrument was obtained from Dr. Elizabeth Ray, thesis director, Pennsylvania State University, and Elizabeth Brabble.

The Attitude Scale consisted of 102 statements that referred to selected practices and concepts commonly identified with the cooperating teacher's role in the teacher education program. The statements were divided into six categories as follows:

1. Planning
2. Orientation
3. Participation
4. Actual teaching
5. Conference
6. Evaluation

On each of the 102 statements, the cooperating teacher could check one of the responses; "strongly agree," "agree," "disagree," or "strongly disagree." Weighted values were assigned for each response as follows:

SA	Strongly Agree	4
A	Agree	3
D	Disagree	2
SD	Strongly Disagree	1

The respondents were instructed to check the response that represented their own beliefs and attitudes, regardless of what factors had influenced them.

A personal data sheet was included with the questionnaire to secure information relating to educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision. The respondents were to check or encircle the appropriate response or to supply the desired information.

### Population and Sample

The population for this study included secondary school teachers who cooperated with the University of North Carolina at Greensboro teacher education program during the 1967-68 school year. The list of names and addresses was obtained from the Coordinator of Student Teaching at the University. The study was limited to the teachers who had remained in the same teaching situation during the 1968-69 school year or for whom forwarding addresses were available. The total number of cooperating teachers included in the study was 240.

Areas of study represented by these cooperating teachers included, art, biology, business education, English, foreign language, home economics, mathematics, music, physical education, and social studies. Teachers in the area of guidance and library science were excluded because the student teachers were in the graduate program.

### Collection of the Data

The Attitude Scale, personal data sheet, cover letter that explained the purpose of the study, and a self-addressed postage paid return envelope were mailed to each cooperating teacher. The Attitude Scale and personal information sheets were coded to determine which respondents had not returned the instruments. A follow-up letter was sent to those teachers who did not respond to the initial mailing of the instruments by the three week deadline stated in the cover letter. One hundred and eighty-two

instruments were returned, giving a 75.8 per cent return. One hundred and forty instruments were returned after the initial mailing. The follow-up letter resulted in the return of forty-two additional responses which brought the total number of returns to 75.8 per cent.

#### Analysis of Data

As the Attitude Scale and personal data sheets were returned, responses were coded for statistical analysis. The open-end items that allowed written responses were summarized. The TSAR One-Way Analysis of Variance program was used to analyze the data. This program was stored at the Triangle University Computation Center.

## CHAPTER IV

### ANALYSIS OF DATA

The major objectives of this study were: (1) to survey the attitudes of cooperating teachers toward selected concepts and practices relating to their role in the teacher education program at the University of North Carolina at Greensboro; (2) to determine the extent to which cooperating teachers' attitudes were related to six selected dimensions--educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision; and (3) to determine the relationship among cooperating teachers' self-ratings and attitudes toward selected concepts and practices relating to their role in the teacher education program.

The attitudes of cooperating teachers toward selected concepts and practices related to their role in the teacher education program were determined by using an Attitude Scale. A personal data sheet was used to secure information relating to educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision.

The data for this study were obtained from 182 of the 240 teachers who cooperated with the teacher education program at the University of North Carolina at Greensboro during the

school year 1967-68. The data obtained were analyzed and presented as follows:

1. A description of the cooperating teachers who participated in this study in terms of educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision.
2. The relationship of cooperating teachers' attitude scores when compared by educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision.
3. The relationship of cooperating teachers' self-ratings and attitude scores among six selected dimensions of supervision: planning, orientation, participation, actual teaching, conference, and evaluation.

#### Description of Cooperating Teachers

The population for this study included 240 secondary school teachers who cooperated with the teacher education program at the University of North Carolina at Greensboro during the 1967-68 school year, who had remained in the same position for the 1968-69 school year, or for whom forwarding addresses were available. Cooperating teachers in the areas of guidance and library science were excluded because the student teachers in these fields were enrolled in the graduate program. In some cases there was a lack of homogeneity.



The cooperating teachers represented ten teaching fields: art, biology, business education, English, foreign languages, home economics, mathematics, music, physical education, and social studies. All of the home economics teachers contacted returned the data requested (Table 1).

TABLE 1

NUMBER OF COOPERATING TEACHERS REPRESENTED  
IN EACH TEACHING FIELD, NUMBER WHO  
RESPONDED, AND PERCENTAGE

Teaching Field	Total Number of Teachers N = 240	Number of Respondents N = 182	Percentage
Art	15	9	60.0
Biology	11	6	54.5
Business Education	21	13	61.9
English	63	49	77.7
Foreign Languages	14	12	85.7
Home Economics	38	38	100.0
Mathematics	32	25	78.1
Music	6	2	33.3
Physical Education	12	9	75.0
Social Studies	28	19	67.9

One hundred and twenty-two, 67.0 per cent, of the cooperating teachers who participated in the study held a Bachelor's degree and forty-three teachers, 23.7 per cent, had received their master's degree (Table 2). Only seventeen, 9.3 per cent, of the cooperating teachers had completed work beyond the master's level.

TABLE 2

NUMBERS AND PERCENTAGES OF VARIABLES REPRESENTING  
BACKGROUND AND PREPARATION  
OF COOPERATING TEACHERS

Variable	Number of Cooperating Teachers	Percentage
<u>Educational Level</u>		
Bachelor's degree	122	67.0
Master's degree	43	23.7
Work beyond master's	17	9.3
<u>Sex</u>		
Male	30	16.5
Female	152	83.5
<u>Teaching Experience</u>		
1 to 3 years	11	6.0
4 to 6 years	40	21.3
7 to 10 years	30	16.5
11 to 15 years	36	19.2
16 years or more	65	35.8
<u>Number of Student Teachers Supervised</u>		
1 to 5	127	69.1
6 to 10	25	13.7
11 to 15	8	4.4
16 or more	22	12.1
<u>Supervision Courses Taken</u>		
None	127	69.1
1	40	21.3
2 or more	15	8.8
<u>Oriented to the Program by a Workshop</u>		
Yes	43	23.6
No	136	74.7
Not responding	3	1.6

There were 152, 83.5 per cent, female teachers who participated in the study. Thirty, 16.5 per cent, of the cooperating teachers were male.

Sixty-five cooperating teachers, 35.7 per cent, had been teaching sixteen years or more. Forty teachers, 21.3 per cent, had been teaching from four to six years; thirty-six teachers, 19.2 per cent, had been teaching from eleven to fifteen years; and thirty-six teachers, 19.2 per cent, had taught from seven to ten years. Only eleven cooperating teachers, 6 per cent, had taught three years or less.

The majority of cooperating teachers, 69.1 per cent, had supervised from one to five student teachers. Only twenty-two teachers, 12.1 per cent, had supervised sixteen or more student teachers.

One hundred and twenty-seven cooperating teachers, 69.1 per cent, had never been enrolled in a supervision course. Forty teachers, 21.3 per cent, had taken one course before the survey was made and only fifteen teachers, 8.8 per cent, had completed two or more supervision courses.

The majority of the cooperating teachers, 74.7 per cent, had not attended an orientation workshop for cooperating teachers prior to the arrival of the student teacher. Only forty-three teachers, 23.6 per cent, had been involved in pre-service training.

### Preparation of Cooperating Teachers

One hundred and thirty-six of the 182 cooperating teachers who participated in the study indicated that no workshop had preceded the student teaching periods, yet the majority of the teachers believed that the University had provided adequate information concerning what was expected in the teacher education program (Table 3). Thirty-five teachers stated that they had experienced some feelings of inadequacy or confusion in past assignments.

TABLE 3  
NUMBER OF RESPONSES TO ADEQUACY OF PREPARATION  
ITEMS OF THE COOPERATING TEACHER  
ATTITUDE SCALE

Item	Number Responding	
	Yes	No
1. Did a workshop in the supervision of student teaching precede your initial experience as a cooperating teacher?	43	136
	(179 responding)	
a. If above answer is yes, do you feel that the workshop adequately answered all queries you might have had about the experience?	24	19
	(43 responding)	
2. Do you believe that the teacher education institution has given you enough information on what is expected in the program?	125	56
	(181 responding)	
3. Has the role of cooperating teacher been far different from what you had been led to expect?	15	166
	(181 responding)	
4. Did you experience a feeling of inadequacy or confusion in your past assignments as a cooperating teacher?	35	145
	(180 responding)	

TABLE 3--Continued

Item	Number Responding	
	Yes	No
5. In your present assignment are these feelings of inadequacy or confusion present?	9 (148 responding)	139
6. Do you feel free to consult the teacher education staff for help with your problems in relation to your role as a cooperating teacher?	167 (174 responding)	7
7. Does the teacher education institution provide adequate help in solving your problems?	121 (157 responding)	36
8. Do you have definite plans of work for units preceding the arrival of the student teachers?	152 (177 responding)	25
9. Do you think you have been well prepared for the experience with student teachers?	133 (166 responding)	33
10. Do you feel capable of helping the student teacher with his or her problems as a student teacher?	175 (178 responding)	3
11. Are the forms which are sent by the teacher education institution of value to you in guiding the student teacher?	144 (165 responding)	21
a. Do you feel there are too many forms?	15 (160 responding)	145
b. Would you prefer fewer forms?	18 (151 responding)	133
12. Are the teacher education personnel's visits of value in guiding the student teacher?	164 (175 responding)	11
a. Would you prefer fewer visits?	7 (147 responding)	140
b. Would you prefer more visits?	64 (154 responding)	90

TABLE 3--Continued

Item	Number Responding	
	Yes	No
13. Does the teacher education institution provide a manual or handbook?	147 (180 responding)	33
a. Does it cover the important aspects of the student teaching program?	130 (140 responding)	10
b. In your opinion, does it need revision?	39 (126 responding)	87
14. Are there some things about the student teaching program that you are still uncertain about?	87 (170 responding)	83

The majority of cooperating teachers, 167, indicated that they could consult the teacher education staff for assistance in solving problems. One hundred and twenty-one teachers believed that the teacher education institution provided adequate assistance in solving problems.

One hundred and fifty-two of the cooperating teachers indicated that they had definite plans of work for units preceding the arrival of the student teacher. Only twenty-five cooperating teachers did not have definite plans for units established prior to the student teaching period.

Most of the cooperating teachers indicated that they believed themselves to be well prepared for the experience with student teachers. Only three teachers in the study indicated that they did not believe themselves capable of helping the student teacher with his problems as a student teacher.



The majority of the cooperating teachers, 144, indicated that they believed that the forms provided by the University were of value in guiding the student teacher. Of the seventeen teachers who did not respond to this item either positively or negatively, eleven indicated that no forms had been received from the University.

The majority of the cooperating teachers, 164, believed that the teacher education personnel's visits were of value in guiding the student teacher. Sixty-four teachers indicated that they preferred more visits and only seven preferred fewer visits.

One hundred and forty-seven cooperating teachers had received a handbook or manual from the teacher education institution. Of those who indicated that they had received a handbook, 130 teachers believed that it covered the important aspects of the student teaching program. Thirty-nine cooperating teachers suggested that the student teaching handbook needed revision.

The cooperating teachers' responses were almost evenly divided on the statement concerning uncertainty in some aspects of the student teaching program. Eighty-seven teachers indicated that there was still some uncertainty about the program while eighty-three experienced no uncertainty. The cooperating teachers who participated in this study indicated that they believed themselves to be well prepared for their role in the teacher education program.

### Problems of Cooperating Teachers

Cooperating teachers were also provided a space for listing problems which they had encountered in their experience as a cooperating teacher. Statement of the problems appears in Appendix E. These problems were summarized in relation to cooperating teacher - student teacher relationships, cooperating teacher - teacher education institution relationships, and student teacher competence.

### Teacher Education Personnel Visitation

The number of visits made by the teacher education personnel ranged from one to six. The average number of visits made by the teacher education personnel for the student teaching period reported in the study was 3.3 (Table 4). Sixty-four, 35.2 per cent, of the cooperating teachers reported that the University supervisor visited the student teaching center four times during the student teaching period. Forty-two, 23.1 per cent, of the teachers reported three visits each; twenty-four, 13.2 per cent, indicated that five visits were made by the supervisor; twenty-two, 12.0 per cent, of the cooperating teachers reported six visits; and twenty, 11.0 per cent, reported two visits. Three teachers, 1.6 per cent, indicated that only one visit was made by the teacher education personnel.

TABLE 4  
NUMBER AND PERCENTAGE OF TEACHER  
EDUCATION PERSONNEL VISITS

Visits by Teacher Education Personnel	Number N = 182	Percentage
One	3	1.6
Two	20	11.0
Three	42	23.1
Four	64	35.2
Five	24	13.2
Six or more	22	12.0
Not responding	7	3.9

#### Self-Rating by Cooperating Teachers

Cooperating teachers were asked to rate themselves as classroom teachers using a scale from one, "not very effective", to seven, "very effective". A rating of four indicated that the teacher believed that he was "effective". Only three of the 171 teachers who responded to this item considered themselves to be less than "effective" (Table 5).

TABLE 5  
NUMBER AND PERCENTAGE OF SELF-RATINGS  
FOR COOPERATING TEACHERS

Rating		Number	Percentage
Not Very Effective	1	1	.5
	2	0	0
	3	2	1.1
Effective	4	16	8.1
	5	43	23.6
	6	83	45.6
Very Effective	7	26	14.3
Not Responding		11	6.0

#### Suggestions Made by Cooperating Teachers

A space was provided on the personal data sheet for cooperating teachers to list any suggestions which could prove helpful to the teacher education personnel in planning for future student teacher programs (Appendix D). The suggestions were summarized in relation to the preparation of the student teacher, orientation for the cooperating teacher, and responsibilities of the teacher education institution.

#### Attitudes of Cooperating Teachers

For purposes of this study, cooperating teachers were asked to indicate the extent to which they agreed or disagreed with each

statement that referred to selected concepts and practices commonly identified with their role in the teacher education program. Weighted values were assigned to their responses to statements relating to six selected dimensions of supervision. The value for each response was as follows:

SA	Strongly Agree	4
A	Agree	3
D	Disagree	2
SD	Strongly Disagree	1

Composite mean attitude scores of the cooperating teachers for selected dimensions of supervision are used in the discussion which follows. The relationship of educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision to six selected dimensions of supervision was studied.

The cooperating teachers were grouped according to educational level. These groups and the total mean attitude score for each group are found in Table 6.

TABLE 6

COOPERATING TEACHERS' TOTAL MEAN ATTITUDE  
SCORES ACCORDING TO EDUCATIONAL LEVEL

Educational Level	Total Mean Attitude Score
Bachelor's degree	3.092
Master's degree	3.138
Work beyond the master's level	3.298

Cooperating teachers who had completed work beyond the master's level had the highest mean attitude scores. Teachers with the lowest mean attitude scores were those who held only a Bachelor's degree.

The attitudes of cooperating teachers toward their role in the supervision of student teachers was considered in relation to teaching field. Teaching fields and total mean attitude scores included in the study are presented in Table 7. Cooperating teachers in the field of home economics had the highest mean attitude scores and teachers in business education had the lowest mean attitude scores.

TABLE 7

COOPERATING TEACHERS' TOTAL MEAN ATTITUDE  
SCORES ACCORDING TO TEACHING FIELD

Teaching Field	Total Mean Attitude Score
Art	3.115
Biology	3.112
Business Education	3.073
English	3.112
Foreign Languages	3.087
Home Economics	3.180
Mathematics	3.077
Music	3.117
Physical Education	3.143
Social Studies	3.123



Total mean attitude scores were reported in relation to the sex of the cooperating teachers (Table 8).

TABLE 8  
COOPERATING TEACHERS' TOTAL MEAN ATTITUDE  
SCORES ACCORDING TO SEX

Sex	Total Mean Attitude Score
Male	3.085
Female	3.125

Female cooperating teachers were found to have only a slightly higher mean attitude score than male teachers.

The cooperating teachers were grouped according to the number of years of teaching experience and total mean attitude scores were computed for each group (Table 9).

TABLE 9  
COOPERATING TEACHERS' TOTAL MEAN ATTITUDE  
SCORES ACCORDING TO NUMBER OF YEARS  
OF TEACHING EXPERIENCE

Number of Years of Teaching Experience	Total Mean Attitude Score
1 to 3	3.046
4 to 6	3.044
7 to 10	3.040
11 to 15	3.002
16 or more	3.117

Cooperating teachers with the highest mean attitude scores were those who had at least sixteen years of teaching experience. There was little difference among mean attitude scores of teachers who had fifteen years of teaching experience or less.

Cooperating teacher groups were formed and total mean attitude scores were determined on the basis of the total number of student teachers supervised by the cooperating teachers (Table 10).

TABLE 10

COOPERATING TEACHERS' TOTAL MEAN ATTITUDE  
SCORES ACCORDING TO NUMBER OF STUDENT  
TEACHERS SUPERVISED

Number of Student Teachers Supervised	Total Mean Attitude Score
1 to 5	3.080
6 to 10	3.235
11 to 15	2.977
16 or more	3.274

The total mean attitude score for cooperating teachers who had supervised sixteen or more student teachers was slightly higher than scores for other groups. The lowest mean attitude score was attained by teachers who had supervised from eleven to fifteen student teachers.

Cooperating teachers were grouped according to the amount of preparation for supervision they had received (Table 11). There was little difference in total mean attitude scores among the groups. Cooperating teachers with the highest mean attitude scores

were those who had completed two or more courses in supervision. The lowest mean attitude score was made by teachers who had not taken a course in supervision.

TABLE 11

COOPERATING TEACHERS' TOTAL MEAN ATTITUDE  
SCORES ACCORDING TO PREPARATION  
FOR SUPERVISION

Preparation for Supervision	Total Mean Attitude Score
None	3.103
One course taken	3.158
Two or more courses taken	3.160

Relationship of Selected Dimensions of Supervision  
to Various Factors

One hundred and two items on an Attitude Scale were divided into six categories pertaining to the supervision of student teachers. Cooperating teachers were asked to check each item. The six categories related to supervision were as follows:

1. Planning
2. Orientation
3. Participation
4. Actual Teaching
5. Conference
6. Evaluation

The discussion which follows includes an analysis of each of the six selected dimensions of supervision in relation to educational level, teaching field, sex, teaching experience, number of student teachers supervised, and preparation for supervision.

The TSAR One-Way Analysis of Variance program was used to determine whether significant differences existed among six variables related to the supervision of student teachers and various factors. The significance of the findings was determined at the .05 level of significance or the .01 level of significance. The Bartlett Chi Square Test of Homogeneity was used to determine whether a significant difference between group variances existed at the .05 or .01 level of significance. The instances of non-homogeneity of variance are reported in the text.

#### The Relationship of Educational Level to Selected Dimensions of Supervision

Cooperating teachers who had completed work beyond the master's degree level had the highest mean attitude scores on five of the six variables (Table 12). On four of the variables, the lowest mean attitude scores were made by cooperating teachers who held only a Bachelor's degree. There was a significant difference between cooperating teachers' mean attitude scores in relation to educational level on the variables "actual teaching" and "evaluation" at the .05 level of significance. There were no significant differences according to educational level found among mean attitude scores of cooperating teachers in relation to other dimensions of supervision.

#### The Relationship of Teaching Field to Selected Dimensions of Supervision

There were no significant differences among mean attitude scores of cooperating teachers in the teaching fields represented

TABLE 12

## THE RELATIONSHIP OF EDUCATIONAL LEVEL TO SELECTED DIMENSIONS OF SUPERVISION

Variable  Edu- cational Level	Selected Dimensions of Supervision											
	Planning		Orientation		Participation		Actual Teaching		Conference		Evaluation	
	Standard		Standard		Standard		Standard		Standard		Standard	
	Mean	Devi- ation	Mean	ation	Mean	ation	Mean	ation	Mean	ation	Mean	ation
Bachelor's Degree	2.871	0.331	3.056	0.302	3.231	0.361	3.073	0.354	3.114	0.401	3.220	0.423
Master's Degree	2.967	0.331	3.053	0.328	3.290	0.452	3.141	0.375	1.188	0.392	3.216	0.446
Work Beyond Master's	2.947	0.568	3.223	0.425	3.435	0.427	3.341	0.342	3.347	0.444	3.523	0.389
F-Value	1.2914		2.0981		2.1660		4.3151*		2.6810		3.9288*	

\* - Significant at the .05 level.

in this study (Table 13). The highest mean attitude score, 3.400, was made by teachers in the area of music in relation to the dimension "participation". Cooperating teachers in the area of foreign language had the lowest mean attitude score, 2.800, in relation to the "planning" variable.

#### The Relationship of Sex to Selected Dimensions of Supervision

There were no significant differences found among mean attitude scores of male and female cooperating teachers in relation to the six selected dimensions of supervision (Table 14). Female teachers had the highest mean attitude scores on four of the six variables. The highest mean attitude scores of both male and female cooperating teachers were in relation to the variable "participation" and the lowest mean attitude scores were in relation to the "planning" variable.

#### The Relationship of Teaching Experience to Selected Dimensions of Supervision

Cooperating teachers who had sixteen years or more of teaching experience had the highest mean attitude scores on five of the six variables (Table 15). Cooperating teachers who had only one to three years of teaching experience had the highest mean attitude score in relation to the "planning" dimension. Lowest mean attitude scores were made on five of the six variables by cooperating teachers who had from eleven to fifteen years of teaching experience. Cooperating teachers who had from seven to ten years



TABLE 13

## THE RELATIONSHIP OF TEACHING FIELD TO SELECTED DIMENSIONS OF SUPERVISION

Variable	Selected Dimensions of Supervision											
	Planning		Orientation		Participation		Actual teaching		Conference		Evaluation	
Teaching Field	Standard		Standard		Standard		Standard		Standard		Standard	
	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation
Art	3.022	0.299	3.000	0.312	3.111	0.577	3.111	0.515	3.088	0.431	3.377	0.486
Biology	2.966	0.516	3.133	0.445	3.266	0.504	3.116	0.312	3.016	0.354	3.200	0.456
Business Education	2.930	0.359	3.092	0.272	3.238	0.306	3.100	0.343	3.000	0.341	3.092	0.259
English	2.881	0.401	3.042	0.342	3.263	0.412	3.138	0.466	3.144	0.488	3.265	0.494
Foreign Language	2.800	0.470	3.133	0.393	3.225	0.447	3.116	0.332	3.041	0.456	3.225	0.482
Home Economics	2.923	0.348	3.071	0.343	3.363	0.352	3.089	0.295	3.321	0.328	3.331	0.391
Mathematics	2.812	0.266	3.056	0.301	3.204	0.318	3.096	0.274	3.144	0.350	3.176	0.413
Music	2.950	0.494	3.100	0.282	3.400	0.565	2.900	0.000	3.000	0.282	3.350	0.494
Physical Education	2.911	0.317	3.044	0.390	3.322	0.366	3.177	0.323	3.155	0.400	3.277	0.440
Social Studies	2.978	0.311	3.136	0.213	3.221	0.428	3.131	0.357	3.121	0.385	3.178	0.426
F-Value	0.5443		0.2616		0.5649		1.4040		1.1814		0.5901	

TABLE 14

## THE RELATIONSHIP OF SEX TO SELECTED DIMENSIONS OF SUPERVISION

Variable	Selected Dimensions of Supervision											
	Planning		Orientation		Participation		Actual Teaching		Conference		Evaluation	
	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation
Sex												
Male	2.903	0.317	3.083	0.296	3.203	0.439	3.063	0.389	3.083	0.373	3.190	0.420
Female	2.900	0.368	3.069	0.329	3.276	0.383	3.125	0.360	3.167	0.413	3.259	0.435
F-Value	0.0013		0.0483		0.8627		0.7147		1.0783		0.6392	

TABLE 15

## THE RELATIONSHIP OF TEACHING EXPERIENCE TO SELECTED DIMENSIONS OF SUPERVISION

Variable	Selected Dimensions of Supervision											
	Planning		Orientation		Participation		Actual Teaching		Conference		Evaluation	
	Standard		Standard		Standard		Standard		Standard		Standard	
	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation
1 to 3 years	3.009	0.280	3.027	0.184	3.172	0.313	3.054	0.196	3.045	0.372	3.181	0.470
4 to 6 years	2.907	0.322	3.022	0.254	3.240	0.374	3.072	0.326	3.077	0.366	3.220	0.360
7 to 10 years	2.856	0.272	3.053	0.319	3.213	0.414	3.020	0.504	3.140	0.548	3.216	0.549
11 to 15 years	2.794	0.455	2.977	0.378	3.127	0.413	3.033	0.315	3.016	0.400	3.108	0.422
16 Years or More	2.958	0.361	3.169	0.331	3.393	0.366	3.240	0.331	3.301	0.320	3.367	0.392
F-Value	1,5890		2.6334*		3.3254*		3.2302*		3.9597**		2.3966	

\* - Significant at the .05 level.

\*\* - Significant at the .01 level.

of teaching experience had the lowest mean attitude score in relation to the variable "actual teaching". When cooperating teachers were grouped according to years of teaching experience, there were significant differences between their mean attitude scores in relation to the variables "orientation", "participation", and "actual teaching" at the .05 level of significance. One other variable, "conference", was significant at the .01 level. The Bartlett Chi Square Test of Homogeneity was significant at the .01 level of significance for the variables "planning", "orientation", "actual teaching", and "conference". The Bartlett Chi Square Test of Homogeneity was significant at the .05 level for the "evaluation" variable. This indicated that the groups did not have homogeneous variances.

The Relationship of Number of Student Teachers  
Supervised to Selected Dimensions  
of Supervision

Cooperating teachers who had supervised sixteen or more student teachers had higher mean attitude scores in relation to five of the six selected dimensions of supervision; "planning", "participation", "actual teaching", "conference", and "evaluation" (Table 16). The highest mean attitude score for the variable "orientation" was made by cooperating teachers who had supervised from six to ten student teachers. Cooperating teachers who had supervised from eleven to fifteen student teachers had the lowest mean attitude scores in relation to all six variables. According to the number of student teachers supervised, there were

TABLE 16

THE RELATIONSHIP OF NUMBER OF STUDENT TEACHERS SUPERVISED TO  
SELECTED DIMENSIONS OF SUPERVISION

Variable	Selected Dimensions of Supervision											
	Planning		Orientation		Participation		Actual Teaching		Conference		Evaluation	
Number of Student Teachers Supervised	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1 to 5	2.885	0.341	3.036	0.324	3.229	0.400	3.069	0.369	3.115	0.419	3.189	0.424
6 to 10	2.904	0.348	3.244	0.223	3.380	0.335	3.248	0.302	3.272	0.345	3.388	0.461
11 to 15	2.725	0.477	2.975	0.459	3.112	0.448	2.962	0.373	2.975	0.420	3.137	0.427
16 or More	3.050	0.401	3.135	0.285	3.420	0.353	3.275	0.338	3.290	0.355	3.480	0.370
F-Value	1,8990		3.5387*		2.5511		3.6566*		2.3711		3.8726*	

\* - Significant at the .05 level.

significant differences at the .05 level of significance among mean attitude scores of cooperating teachers in relation to three dimensions of supervision; "orientation", "actual teaching", and "evaluation".

#### The Relationship of Preparation for Supervision to Selected Dimensions of Supervision

Cooperating teachers who had completed two or more courses in supervision had the highest mean attitude scores in relation to four of the six selected dimensions; "planning", "participation", "actual teaching", and "conference" (Table 17). The highest mean attitude score in relation to the variable "orientation" was made by cooperating teachers who had no preparation for supervision. For the variable "evaluation", the highest mean attitude score was made by cooperating teachers who had taken one supervision course. The lowest mean attitude scores were made in relation to four of the six dimensions of supervision by cooperating teachers who had taken no courses in supervision. There were no significant differences in mean attitude scores of cooperating teachers according to preparation for supervision in relation to the six selected dimensions of supervision.

#### The Relationship of Cooperating Teachers' Self- Ratings to Selected Dimensions of Supervision

There were no significant differences among cooperating teachers' self-ratings in relation to selected dimensions of supervision (Table 18). Cooperating teachers who rated themselves "six" had the highest mean attitude scores in relation to



TABLE 17

THE RELATIONSHIP OF PREPARATION FOR SUPERVISION TO SELECTED DIMENSIONS OF SUPERVISION

Variable	Selected Dimensions of Supervision											
	Planning		Orientation		Participation		Actual Teaching		Conference		Evaluation	
Preparation for Supervision	Standard		Standard		Standard		Standard		Standard		Standard	
	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation	Mean	Devi- ation
None	2.879	0.350	3.064	0.328	3.251	0.399	3.107	0.372	3.126	0.407	3.225	0.434
One Course Taken	2.945	0.355	3.117	0.304	3.280	0.364	3.122	0.340	3.207	0.409	3.305	0.454
Two or More Courses Taken	2.966	0.448	3.006	0.334	3.326	0.430	3.160	0.383	3.240	0.399	3.286	0.360
F-Value	0.7728		0.7322		0.2808		0.1509		0.9639		0.5801	

TABLE 18

## THE RELATIONSHIP OF SELF-RATING TO SELECTED DIMENSIONS OF SUPERVISION

Variable  Self- <sup>1</sup> Rating	Selected Dimensions of Supervision											
	Planning		Orientation		Participation		Actual Teaching		Conference		Evaluation	
	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation	Mean	Standard Devi- ation
Four	2.868	0.355	3.081	0.406	3.193	0.455	3.075	0.421	3.050	0.456	3.162	0.427
Five	2.846	0.300	3.051	0.271	3.200	0.364	3.025	0.262	3.123	0.342	3.167	0.432
Six	2.932	0.350	3.092	0.301	3.336	0.375	3.150	0.329	3.230	0.363	3.326	0.376
Seven	2.965	0.397	3.084	0.423	3.265	0.428	3.207	0.357	3.161	0.390	3.280	0.450
F-Value	0.8945		0.1555		1.4494		2.1466		1.4997		1.798	

<sup>1</sup> Since only three teachers rated themselves below four, ratings one, two, and three were not analyzed.

four of the six variables; "orientation", "participation", "conference", and "evaluation". Cooperating teachers who rated themselves "four" on classroom teaching effectiveness had the lowest mean attitude scores in relation to three of the six dimensions of supervision. Since there were only three teachers who rated themselves below "four", ratings "one" through "three" were not included in the analysis. According to the Bartlett Chi Square Test of Homogeneity, there were significant differences in the group variances in relation to the variable "orientation" at the .01 level of significance. The variable "actual teaching" was significant at the .05 level.

Based on the analysis of data, the summary and implications are presented in the following chapter.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

The attitudes of cooperating teachers toward certain concepts and practices relating to their role in the teacher education program have been given consideration in order to improve the quality of the teacher education program. Determining the attitudes of cooperating teachers toward their role in the teacher education program is one of the first steps to improving the quality of the program itself.

#### The Problem

The primary purpose of this study was to determine the attitudes of cooperating teachers toward selected concepts and practices related to their role in the teacher education program at the University of North Carolina at Greensboro. The study was designed to: (1) survey the attitudes of secondary school cooperating teachers toward selected concepts and practices relating to their role in the teacher education program at the University of North Carolina at Greensboro; (2) determine the extent to which cooperating teachers' attitudes are related to six selected dimensions--educational level, teaching field, sex, teaching experience, number of student teachers supervised and preparation for supervision; and (3) determine the relationship among attitudes toward selected concepts and practices relating

to the cooperating teacher's role in the teacher education program and self-ratings by cooperating teachers. An analysis of the findings of the study could be of value to teacher educators as each area involved in the preparation of student teachers at the University evaluates its program.

The hypotheses tested in this study were:

1. There are no significant relationships in cooperating teachers' attitude scores as measured by an Attitude Scale when compared by: (1) educational level, (2) teaching field, (3) sex, (4) teaching experience, (5) number of student teachers supervised, and (6) preparation for supervision.
2. There are no significant relationships in cooperating teachers' self-ratings and attitude scores among the following dimensions of an Attitude Scale: (1) planning, (2) orientation, (3) participation, (4) actual teaching, (5) conferences, and (6) evaluation.

#### Limitations

This study included secondary school teachers who cooperated with the University of North Carolina at Greensboro teacher education program during the 1967-68 school year. It was limited to those teachers who had remained in the same teaching position during the 1968-69 school year or for whom forwarding addresses were available. Since the student teachers in the areas of guidance and library science were enrolled in the graduate program, cooperating teachers in these teaching fields were not included in the study.

### Study Design

An Attitude Scale was selected as the instrument to ascertain the attitudes of cooperating teachers toward selected concepts and practices related to their role in the teacher education program at the University of North Carolina at Greensboro. On each of the 102 statements of the Attitude Scale the cooperating teachers were asked to check one of the responses: "strongly agree", "agree", "disagree", or "strongly disagree". Personal data sheets were included for obtaining personal data information.

The names and addresses of all junior and senior high school cooperating teachers for the year 1967-68 were obtained from the Coordinator of Student Teaching at the University. Attitude Scales and personal data sheets were sent to 240 cooperating teachers. One hundred and eighty-two, 75.8 per cent, of the Attitude Scales were returned after a follow-up letter was sent in addition to the initial mailing of the Attitude Scales.

### Major Findings

Some major findings of this study concerning the attitudes of cooperating teachers toward certain concepts and practices related to their role in the teacher education program at the University of North Carolina at Greensboro were:

1. One hundred per cent of the home economics teachers contacted in the study responded. The smallest



number of respondents, 33.3 per cent, was in the music teaching field.

2. The majority of the cooperating teachers had not completed work beyond the Bachelor's degree. One hundred and twenty-two held a Bachelor's degree, forty-three held a master's degree, and seventeen had completed work beyond the master's level.
3. One hundred and fifty-two cooperating teachers were female. There was a total of thirty male teachers.
4. Sixty-five of the cooperating teachers had sixteen or more years of teaching experience. Forty teachers had taught from four to six years.
5. The majority of the cooperating teachers, 127, had supervised from one to five student teachers. Twenty-five teachers had supervised from six to ten student teachers and only twenty-two teachers had supervised sixteen or more student teachers.
6. There was evidence that the majority of the cooperating teachers had not completed a course in supervision. Only fifteen teachers had taken two or more courses.
7. Almost three-fourths of the cooperating teachers had not been oriented to the teacher education program by a workshop prior to the student teaching period. Forty-three teachers indicated that a workshop had preceded the student teaching period.

8. Over one-half of the cooperating teachers who participated in the study indicated that they had experienced feelings of uncertainty in some aspects of the student teaching program. Eighty-seven of the 170 teachers who responded indicated that some uncertainty had been experienced and eighty-three teachers indicated that they had experienced no uncertainty.
9. Cooperating teachers indicated that the teacher education institution personnel made an average of 3.3 visits to the teaching centers during the student teaching period. Sixty-four cooperating teachers indicated that four visits were made, while only three teachers indicated that one visit was made.
10. The mean of the cooperating teachers' self-rated teaching effectiveness on a seven point scale was 5.6. Over one-half of the teachers rated themselves "six" and only three cooperating teachers rated themselves below "four". There was no significant difference in cooperating teachers mean attitude scores and self-rated teaching effectiveness.
11. Based on educational level, cooperating teachers' mean attitude scores were significantly different in relation to the variables "actual teaching" and "evaluation". Cooperating teachers who had completed some post graduate work had the highest mean attitude score, 3.298.

12. There was evidence that none of the supervision variables was significantly different when teaching field was considered. The highest total mean attitude score, 3.180, was attained by cooperating teachers in the home economics teaching field.
13. There were no significant differences in cooperating teachers' attitudes among male and female teachers. Female cooperating teachers' mean attitude scores were slightly higher than male cooperating teachers' mean attitude scores.
14. Cooperating teachers' mean attitude scores were significantly different in relation to the variables "orientation", "participation", and "actual teaching" and the number of years of teaching experience.  
Teachers who had sixteen or more years of teaching experience had the highest mean attitude score. The lowest mean attitude score was made by teachers who had from eleven to fifteen years of teaching experience.
15. There was evidence that the cooperating teachers' mean attitude scores according to the number of student teachers supervised were significantly different in relation to the variables "orientation", "actual teaching", and "evaluation". Cooperating teachers who had supervised sixteen or more student teachers had the highest mean attitude scores. The lowest mean attitude

scores were made by teachers who had supervised from eleven to fifteen student teachers.

16. It was evident that there were no significant differences in cooperating teachers' attitudes in relation to the amount of preparation for supervision. The cooperating teachers' mean attitude scores varied slightly from 3.103 to 3.160.

The findings of this study indicated that cooperating teachers' attitudes toward certain concepts and practices related to their role in the teacher education program were significantly different in relation to educational level, number of years of teaching experience, and number of student teachers supervised. Cooperating teachers who had the highest educational level, had taught the greater number of years, and had supervised the most student teachers had the highest mean attitude scores.

#### Implications

The findings were interpreted and the implications were stated with an awareness of the limitations that existed in this study. Implications resulting from this study may provide a frame of reference for planning and evaluating teacher education programs. Implications drawn from this study were grouped in two categories: (1) teacher education programs and (2) further research.

## Teacher Education Programs

1. A knowledge of cooperating teachers' attitudes toward their role in the teacher education program could be of value as each area involved in the preparation of teachers evaluates its program. The University personnel could use information supplied by the cooperating teachers' responses in determining where possible changes could be made in the existing program.
2. The content included in supervision courses could be evaluated in terms of effectiveness. The findings of this study indicated that there were no significant differences among cooperating teachers' attitudes toward their role in the teacher education program in relation to the number of supervision courses taken.
3. It is possible that by determining areas in which cooperating teachers have experienced feelings of uncertainty, the teacher education program could be strengthened. Over one-half of the cooperating teachers who participated in this study had experienced some feelings of uncertainty during the student teaching period. In-service education could be a means used to alleviate such problems of uncertainty.
4. Classroom teachers who are interested in becoming cooperating teachers should be encouraged to continue their education beyond the Bachelor's degree level. There was evidence that a significant difference existed



among cooperating teachers' attitudes toward their role in the supervision of student teachers in relation to educational level. Teachers who had attained a higher level of education also had higher attitude scores in relation to their role.

5. Some suggestions offered by the cooperating teachers could be implemented in the teacher education program.

Suggestions for changes were stated in relation to preparation of student teachers, orientation for the cooperating teacher, and responsibilities of the teacher education institution. A workshop prior to the student teaching period could be a means of clarifying role responsibilities, discussion of policies, and procedures. These suggestions could be considered as the teacher education personnel evaluate the existing program and recommend changes.

#### Further Research

1. Further study is needed as a basis for recommending specific changes in the teacher education program.

Because of the limitations of this study, additional support for the findings in this study are needed to substantiate them.

2. It is recommended that consideration be given to the following:



A comparison of cooperating teachers' attitudes toward their role with the attitudes of student teachers toward the student teaching experience.

A comparison of the teacher education institution personnel's perceptions of cooperating teachers' attitudes with the cooperating teachers' perceptions of their attitudes toward their role in the supervision of student teachers.

Continuous evaluation of all aspects of the teacher education program is essential if quality education is to be maintained.



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## APPENDIXES

## PERSONAL DATA SHEET

NAME OF STUDENT \_\_\_\_\_

DEPARTMENT (Name, location, phone, etc.) \_\_\_\_\_

Teacher field (please check) P.S. \_\_\_\_\_ S.S. \_\_\_\_\_

Work beyond P.S. \_\_\_\_\_

DATE \_\_\_\_\_

Years of years of teaching experience (please check)

1-5 years \_\_\_\_\_ 6-10 years \_\_\_\_\_

11-15 years \_\_\_\_\_ 16-20 years \_\_\_\_\_

21-25 years \_\_\_\_\_ 26-30 years \_\_\_\_\_

31-35 years \_\_\_\_\_ 36-40 years \_\_\_\_\_

41-45 years \_\_\_\_\_ 46-50 years \_\_\_\_\_

## APPENDIX A

## Attitude Scale

## Personal Data Sheet

Please indicate the appropriate response

1. Was a workshop in the experience of student teacher?
 

Yes	No
-----	----
2. If above answer is yes, do you feel that the workshop
 

completely answered all questions you might have	No
and about the experience?	Yes
3. Length of workshop as workshop
 

_____	hours
_____	days
_____	weeks
4. Do you believe that the teacher education institution
 

has given you enough information as what is expected	Yes
in the program?	No
5. Was the role of supervising teacher been too different
 

from what you had been told to expect?	Yes
_____	No
6. Did you experience a feeling of inadequacy or over-
 

whelm in your first assignments as a supervising	Yes
teacher?	No

## PERSONAL DATA SHEET

## PART I.

Name of school \_\_\_\_\_

Department (Home Economics, Music, Math, etc.) \_\_\_\_\_

Degrees held (please check) B.S. \_\_\_\_\_ M.S. \_\_\_\_\_

Work beyond M.S. \_\_\_\_\_

Male \_\_\_\_\_

Female \_\_\_\_\_

Number of years of teaching experience (please check).

1-3 years \_\_\_\_\_

11-15 \_\_\_\_\_

4-6 years \_\_\_\_\_

over 16 \_\_\_\_\_

7-10 years \_\_\_\_\_

Total Number of student teachers supervised \_\_\_\_\_

Supervision courses taken (Number, Name of course, Place taken)

Please encircle the appropriate response

1. Did a workshop in the supervision of student teaching precede your initial experience as a cooperating teacher? Yes No
  - a. If above answer is yes, do you feel that the workshop adequately answered all queries you might have had about the experience? Yes No
  - b. Length of seminar or workshop \_\_\_\_\_ hours  
 \_\_\_\_\_ days  
 \_\_\_\_\_ weeks
2. Do you believe that the teacher education institution has given you enough information on what is expected in the program? Yes No
3. Has the role of cooperating teacher been far different from what you had been led to expect? Yes No
4. Did you experience a feeling of inadequacy or confusion in your past assignments as a cooperating teacher? Yes No

5. In your present assignment are these feelings of inadequacy or confusion present? Yes No
6. Do you feel free to consult the teacher education staff for help with your problems in relation to your role as a cooperating teacher? Yes No
7. List major problems encountered in your experience as a cooperater.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. Does the teacher education institution provide adequate help in solving your problems? Yes No
9. Do you have definite plans of work for units preceding the arrival of the student teacher? Yes No
10. Do you think you have been well prepared for the experience with student teachers? Yes No
11. Do you feel capable of helping the student teacher with his or her problems as a student teacher? Yes No
12. Are the forms which are sent by teacher education institution of value to you in guiding the student teacher? Yes No
- a. Do you feel there are too many forms? Yes No
- b. Would you prefer fewer forms? Yes No
13. Are the teacher education personnel's visits of value in guiding the student teacher? Yes No
- a. Would you prefer fewer visits? Yes No
- b. Would you prefer more visits? Yes No
14. How many visits are made by teacher education personnel during a given assignment? (Please check.)

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

over 6 \_\_\_\_\_

15. Does the teacher education institution provide a manual or handbook? Yes No
- a. Does it cover the important aspects of the student teaching program? Yes No
- b. In your opinion, does it need revision? Yes No
16. Are there some things about the student teaching program that you are still uncertain about? Yes No
17. As you reflect on your experiences as a classroom teacher, how would you rate your effectiveness? (Please check appropriate square.)

(1) (2) (3) (4) (5) (6) (7)

Not very effective	fairly effective	effective (very)
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18. List suggestions which you think would help the teacher education institution to improve their program for cooperating teachers.

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# CONCEPTS AND PRACTICES RELATING TO THE COOPERATING TEACHERS' ROLE IN THE TEACHER EDUCATION PROGRAM

## PART II

In this section of the questionnaire you will find a series of statements which refer to selected practices and concepts commonly identified with the cooperating teacher's role in a teacher education program. Use the rating scale to the right of the statement for indicating the extent to which you agree or disagree with each item as it is presented. Be sure that your response represents your own belief and your own attitude, regardless of what factors have influenced you to feel this way.

### Rating Scale

SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly Disagree

### A. Planning

## How Strong is Your Belief?

I believe that:

1. The cooperating teacher should be involved with setting up goals and objectives for the student teaching program.
2. The cooperating teacher should rely on actual experience for clarification of her role in teacher preparation rather than on information presented by the teacher education institution.
3. The purposes and functions of the student teaching program should be made clear to the cooperating teacher through the content of a seminar or workshop.
4. The teacher education institution should plan the teacher education program since they are more aware of what is to be accomplished in the program.
5. The student teaching program is a cooperative endeavor and should be planned by the cooperating teacher, the teacher education institution, and the student teacher.
6. The cooperating teacher should visit the teacher education institution to become acquainted with this facet of the teacher education program.
7. The cooperating teacher should visit the teacher education institution in order to get an understanding of the people and services available.

[illegible]



20. The information which the cooperating teacher receives from the teacher education institution about the student teaching program should be sufficient to give the cooperating teacher a feeling of satisfaction for the job to be done.

SA	A	D	SD

## B. Orientation

How strong is your belief?

I believe that:

1. The cooperating teacher should strive to lay the ground work for a feeling of mutual respect and confidence between the student teacher and the cooperating teacher.
2. The cooperating teacher should prepare the class for student teacher by briefing pupils on his or her background and interest prior to day of arrival.
3. The cooperating teacher will probably learn as much about the student teacher during his or her term of work as she will need to know without having access to college records.
4. The cooperating teacher should alert herself to the student teacher's capabilities by becoming acquainted with his or her background and qualifications, both personal and educational.
5. The cooperating teacher should introduce the student teacher to staff members and arrange a cordial welcome from the class.
6. The cooperating teacher should offer help in solving the problems of the student teacher without necessarily informing the teacher education staff.
7. The cooperating teacher should inform the teacher education staff of problems that she or the student teacher are experiencing in the student teacher situation.
8. The college supervisor should help with problems the cooperating teacher may be experiencing in the student teaching situation.

[illegible]

9. The cooperating teacher should have proposed activities and learning situations all set prior to the arrival of the student teacher and the student teacher should work within this structure.
10. The student teacher should act with the cooperating teacher as co-planner of the activities and learning situations.
11. The cooperating teacher should have access to free audio-visual materials through the teacher education institution, to aid in guiding the student teacher.
12. The cooperating teacher should help the student teacher to become oriented to the situation before any formal teaching is done.
13. The cooperating teacher should not discuss routine matters of the department and school since the student teacher will probably experience these in the natural course of events.
14. The cooperating teacher should discuss routine matters of the school and department with the student teacher.
15. The cooperating teacher should introduce the student teacher to the routine of responsibilities such as securing supplies and equipment.
16. One of the aims of the student teaching program is to enable the student teacher to clarify her role in the learning process and in the total setting for learning.

SA	A	D	SD

### C. Participation

How strong is your belief?

I believe that:

1. The cooperating teacher should assist the student teacher in long-range planning for the entire student teaching period, including goals, organization of subject matter, classroom procedure, necessary materials, extra-class activities, conferences, and an understanding of evaluation methods.
2. The cooperating teacher should acquaint the student teacher with the duties and responsibilities of student teaching.

SA	A	D	SD





14. The cooperating teacher should allow the student teacher reasonable freedom and independence in the classroom.
15. The cooperating teacher should provide opportunities for the student teacher to become acquainted with library materials and resources as well as other school services.
16. The cooperating teacher should arrange for the student teacher to observe lessons taught by other staff members.

SA	A	D	SD

### D. Actual Teaching

How strong is your belief?

I believe that:

1. The cooperating teacher should give constructive help and guidance in making usable lesson plans.
2. The cooperating teacher should present demonstration lessons as a pattern for the student teacher.
3. The student teacher should be encouraged to use methods which the cooperating teacher has found through experience to be most effective.
4. The cooperating teacher should encourage the student teacher to try a variety of teaching methods which are acceptable.
5. The cooperating teacher should have evaluative discussions with the student teacher on textbooks in the field and in related fields.
6. The cooperating teacher should assist the student teacher with the planning of learning activities.
7. The cooperating teacher should give the student teacher helpful suggestions and assistance with discipline.
8. The cooperating teacher should encourage the student teacher to seek out special needs and show interest in the progress of each pupil.

[illegible]



9. The cooperating teacher should acquaint the student teacher with school policies and philosophy.
10. The cooperating teacher and the student teacher should have an agreement for the mutual handling of any school related problems.
11. The cooperating teacher should provide opportunities for the student teacher to gain experience in extra-class activities, attend faculty meetings, social functions of school and civic groups.
12. The cooperating teacher should receive definite plans of work on each unit to be taught by the student teacher prior to his or her arrival.
13. The cooperating teacher should encourage the student teacher to trust his or her own experience in preference to theory and principles learned in college classes.
14. The cooperating teacher should help the student teacher to clarify and test theories and principles.
15. The cooperating teacher should help the student teacher to increase his or her understandings and skills in the classrooms.
16. The cooperating teacher should make the student teacher aware of available teaching aids and how they may be secured.

SA	A	D	SD

E. Conference

How strong is your belief?

I believe that:

1. The cooperating teacher should watch for clues for more effectively guiding the student teacher toward a satisfying adjustment.
2. The cooperating teacher should encourage conferences with definite purposes, spacing them for proper planning, reflection, and evaluation.

SA	A	D	SD

3. The cooperating teacher should leave the arrangements for conferences to the readiness of the student teacher.
4. The cooperating teacher should present a spirit of understanding and constructive helpfulness toward the student teacher.
5. The cooperating teacher should stimulate the student teacher to evaluate his or her own performance with increasing objectivity.
6. The cooperating teacher should guide the student teacher toward a workable philosophy of education.
7. The cooperating teacher should arrange for the student teacher to have experience in activities such as clubs, PTA meetings, etc.
8. The cooperating teacher should arrange for visits to homes of pupils as an experience for the student teacher.
9. The cooperating teacher and the student teacher should share homeroom and guidance responsibilities.
10. The cooperating teacher should help the student teacher to develop a comprehensive file of teaching materials and sources.
11. The cooperating teacher and the student teacher should have mutual confidence and respect.

SA	A	D	SD

## F. Evaluation

How strong is your belief?

I believe that:

1. The evaluation of the student teacher's work should be constructive, continuous and comprehensive.
2. Evaluation should be done cooperatively by the cooperating teacher, the student teacher, and the college supervisor.
3. The cooperating teacher should make use of many sources of information using a cooperative evaluation procedure conducive to a high correlation of agreement.

SA	A	D	SD

4. The cooperating teacher should hold frequent conferences with the student teacher as a means of continuous evaluation of progress.
5. The cooperating teacher should evaluate progress of pupils as a means of evaluating the student teacher.
6. The cooperating teacher should help the student teacher to overcome weaknesses in methods of teaching and presentation.
7. The cooperating teacher should give frank and constructive criticism to the student teacher.
8. The college supervisor should observe and hold conferences with the student teachers as an evaluation of his or her growth and potential effectiveness.
9. The effectiveness of the student teaching program is conditioned by the quality of communication between the cooperating teacher, the college supervisor, and the student teacher.
10. The final report should include a well-organized and comprehensive summary of the student teacher's work.
11. The cooperating teacher should evaluate his or her own methods and teaching to insure a quality program.

[illegible]

January 11, 1967

Dear Mr. [Name]:

Teacher education institutions are involved in preparing teachers to meet the demands of the rapidly changing educational environment. The rapid changes in the educational environment are being met by the teacher education institutions through the use of innovative methods and techniques.

A survey of the activities of the teacher education institutions in the United States has been conducted. The results of the survey are being used to develop a new teacher education program. This program will be designed to meet the needs of the future teacher education institutions. The program will be designed to meet the needs of the future teacher education institutions by providing them with the necessary knowledge and skills to meet the demands of the rapidly changing educational environment.

## APPENDIX B

## Cover Letter

Thank you for your interest in the teacher education program. We are pleased to provide you with the necessary information to help you make a decision about the program.

Sincerely,

[Signature]

January 24, 1969

Dear Cooperating Teacher:

Teacher education institutions are involved in preparing teachers to meet the demands created by the rapidly changing conditions in our society. Cooperating teachers are a vital part of the teacher education program and are often referred to as key figures in the teacher education process.

A survey of the attitudes of cooperating teachers toward selected concepts and practices relating to their role in the teacher education program at the University of North Carolina at Greensboro is being conducted to partially fulfill the requirements for a Master of Science in Home Economics degree. This information will be extremely valuable as each area involved in the preparation of teachers at the University evaluates its program.

You were a vital part of the teacher education program at the University of North Carolina at Greensboro during the 1967-68 school year. Will you please complete the enclosed questionnaire and return it in the self-addressed, stamped envelope by February 15? You, a cooperating teacher, are the only person who can supply the needed information.

Your cooperation and promptness will be greatly appreciated.

Sincerely,

Gwendolyn K. Griffin

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#### APPENDIX C

#### Follow-Up Letter



Route 7  
Greensboro, N. C. 27407  
February 19, 1969

Dear Cooperating Teacher:

Recently a questionnaire was mailed to you concerning your beliefs and attitudes toward certain concepts and practices attributed to the role of cooperating teacher at the University of North Carolina at Greensboro. I realize that you are busy and perhaps this is the reason your questionnaire has not been returned.

The questionnaire may appear lengthy but your cooperation in answering is important if the findings of the study are to be representative. You are the only one who can provide the needed information. Be sure all questions are answered.

Please send me a card if your copy of the questionnaire has been misplaced and I shall be happy to send you another questionnaire. If your questionnaire has already been returned, disregard this letter.

Your cooperation and promptness in this matter will be greatly appreciated.

Sincerely,

Gwendolyn K. Griffin  
Graduate Student

GKG/nc

## APPENDIX D

Criteria for the Selection of  
Cooperating Teachers in  
North Carolina

CRITERIA FOR THE SELECTION OF COOPERATING TEACHERS  
IN NORTH CAROLINA<sup>1</sup>

Personal Qualifications

1. Has a pleasing personality with emotional warmth, friendliness, and congeniality
2. Has a cooperative helpful attitude and the facility of putting other people at ease
3. Understands the problems of the beginning teacher
4. Expresses willingness to accept student teachers as co-workers
5. Has the health necessary to assume the additional responsibility of the student teacher
6. Treats situations factually
7. Has a sympathetic, tolerant understanding of weakness in others
8. Has the desire to induct a neophyte into the profession
9. Uses the English language effectively
10. Maintains good discipline among others
11. Has a constructive professional attitude and a genuine interest in and respect for teaching
12. Is willing to assume school responsibilities and participate in the affairs of the school
13. Is basically a learner, endeavoring always to improve his teaching competence
14. Envisions working with future teachers as an opportunity
15. Has an understanding of the basic principles of learning and teaching and is able to verbalize these in working with a novice
16. Knows how to work effectively with another person in the classroom and is also able to teach through this person
17. Commands the professional respect of his colleagues

Professional Qualification

1. Has Class "A" or higher level certificate
2. Has had, within the last five years, summer school experience or other form of in-service preparation, perhaps leading to the Supervisor of Student Teacher's Certificate
3. Has a thorough knowledge of his teaching field or fields
4. Has a working knowledge of related fields
5. Has a knowledge of traditional and progressive educational methods

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<sup>1</sup> State Department of Public Instruction, A Guide for the Student Teaching Program in North Carolina. Raleigh: Publication No. 382, p. 11.

6. Has two or more years of successful teaching experience
7. Has at least one year's experience in the school where now employed (reduction to one semester where qualifications justify)
8. Has experience in a wide variety of teaching methods and techniques and materials
9. Has experience in community activities
10. Has experience in professional organizations
11. Has at least an observational experience in administration-school policies, procedures, and record keeping
12. Has ability to evaluate student teaching objectively

## APPENDIX E

## Problems of Cooperating Teachers

1. How to help the student teacher realize the potential and limitations of the syllabus
2. Encouraging the student teacher to prepare
3. How to handle the uncooperative behavior of the student teacher
4. How to evaluate the student teacher
5. How to work with a student teacher who is over-enthusiastic
6. How to help the student teacher who brings too much to the classroom
7. How to help the student teacher who is over-enthusiastic
8. How to handle student teacher who is over-enthusiastic
9. How to handle student teacher who is over-enthusiastic

10. How to handle student teacher who is over-enthusiastic
11. How to handle student teacher who is over-enthusiastic
12. How to handle student teacher who is over-enthusiastic
13. How to handle student teacher who is over-enthusiastic
14. How to handle student teacher who is over-enthusiastic
15. How to handle student teacher who is over-enthusiastic
16. How to handle student teacher who is over-enthusiastic
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18. How to handle student teacher who is over-enthusiastic
19. How to handle student teacher who is over-enthusiastic
20. How to handle student teacher who is over-enthusiastic

## PROBLEMS OF COOPERATING TEACHERS

Cooperating Teacher-Student Teacher Relationship

1. Not knowing how much assistance to give the student teacher
2. How to help them budget their time
3. Knowing how much to expect from the student teacher
4. Knowing how soon to permit the student teacher to assume a full teaching load
5. Knowing when to leave the classroom for the first time and how much time to spend outside the classroom
6. Assisting the student teacher with planning
7. How to help the student teacher with discipline problems
8. Student teachers do not understand adolescents and their behavior
9. How to plan the student teaching program to provide the student teacher with a wide variety of experiences
10. How to help student teachers understand grading
11. How to give the student teacher self-confidence
12. Lack of time for conferences
13. Lack of interest on the part of the student teacher
14. How to present practical problems to the idealistic student teacher
15. How to help the student teacher realize the potential and abilities of the students
16. Evaluating the student teacher's progress
17. How to handle the unprofessional appearance of the student teacher
18. How to motivate the student teacher
19. How to cope with a student teacher with an uncooperative attitude
20. How to help the student teacher who becomes too informal in the classroom
21. How to help the student teacher accept his responsibilities
22. How to accept another person teaching my classes
23. Knowing when to allow the student teacher to teach for the first time

Cooperating Teacher-Teacher Education Institution  
Personnel Relationship

1. Not knowing that the student teacher was coming to the center soon enough to make adequate preparations
2. Lack of information given the cooperating teacher by the University in order to know what is expected
3. Poor supervision by University personnel



4. Difficulty in finding suitable housing and transportation
5. Not enough supervision by the University personnel
6. Lack of information about the cooperating teacher's responsibility to the student teacher
7. Teacher education personnel are too removed from the classroom situation and do not contribute practical assistance
8. Lack of information concerning the student teacher and his background and interests
9. Cooperating teacher should be included in the final evaluation of the student teacher

#### Student Teacher Competence

1. Lack of preparation in subject area
2. Lack of interest in student teaching
3. Lack of preparation in how to handle discipline problems, grading, and evaluation
4. Lack of information about teaching methods and techniques
5. Poor speaking voice
6. Use of incorrect English grammar

## APPENDIX F

## Suggestions of Cooperating Teachers

## SUGGESTIONS OF COOPERATING TEACHERS

### Preparation of the Student Teacher

Student teachers should:

1. Be more aware of the importance of good grooming
2. Be familiar with methods of motivation and discipline to be used in the classroom
3. Be more aware of the need for daily preparation
4. Be more aware of professional attitudes, conduct, and ethics
5. Enroll in a course in public speaking before the student teaching period
6. Be familiar with the standard state forms used in public educational systems
7. Have some experience in keeping school records
8. Be better prepared to teach in their subject area
9. Possess a working knowledge of how to plan lessons and how to make long range plans
10. Be required to take more liberal arts courses and less education courses
11. Observe more hours in a high school situation before the beginning of the student teaching period
12. Understand public school policies
13. Be familiar with the characteristics of the high school student and understand that he is not capable of doing college level work
14. Work with the college faculty as assistants to gain an insight in classroom management

### Responsibilities of the Teacher Education Institution

The teacher education institution should:

1. Teach methods courses from a realistic, practical point of view rather than theory
2. Make student teacher assignments much earlier than they are presently made
3. Improve communications between the teacher education personnel and the cooperating teacher
4. Establish a program for cooperating teachers with prescribed courses and proper remuneration for work rendered
5. Establish regularly scheduled conference periods between University supervisor, cooperating teacher, and student teacher

6. Establish the same basic requirements for all student teachers in all areas
7. Provide for a longer student teaching period
8. Allow more conference time with the University supervisor
9. Allow the cooperating teacher to determine the student teacher's grade
10. Maintain direct contact with the high school classroom in the public school to facilitate understanding of the true student teaching situation
11. Place the responsibility for supervision of student teachers with individuals in the teaching field at the University and not with the School of Education
12. Place student teachers for an entire semester including the opening or closing of school
13. Place student teachers any time during the school year except the last half of the second semester
14. Provide closer supervision of the student teacher
15. Observe the student teacher at least once a week
16. Make unscheduled observations of the student teacher
17. Pay the cooperating teachers more money for their efforts

#### Cooperating Teacher Orientation

The teacher education institution should:

1. Provide an orientation workshop for all cooperating teachers
2. Provide the cooperating teachers with check sheets for self-evaluation
3. Provide a conference period with the student teacher and cooperating teacher prior to the student teaching period
4. Provide data concerning the background and interests of the student teacher
5. Provide adequate information concerning what the teacher education institution expects of the cooperating teacher